# Broad Benchmarking of Roles Tool and how to use it

|  |
| --- |
| This tool is designed to be downloaded from the website and completed on your own device. The tool can also be printed to A3 paper, or to print to A4 paper you will need to save the tool as a PDF first and then print. |

This tool is to support team leaders and managers to identify the required level/s in the [Family Violence Entry-to-Expert Capability Framework (E2E)](https://tepunaaonui.govt.nz/assets/Workforce-Frameworks/Entry-to-Expert-FV-Workforce-Capability-Frameworks-Jan-2023.pdf) that workers need to be aiming for, based on the role of the worker within the family violence system. It includes templates for four types of workplaces.

|  |
| --- |
| **You have selected Workforce Three:** Organisations whose main focus is not family violence intervention, but some of their day-to-day mahi is spent providing support to individuals and whānau living with family violence. |

This template describes roles in the family violence system based on the likelihood of contact and the required level of response for people needing help, whether that’s a person impacted by violence or a person who uses violence. There is a column for team leaders and managers to list job titles and the **Level Required** column that has been prepopulated with coloured boxes to confirm which level workers should be achieving. There is an example template for your information and support.

### Achieving the Levels

Each Level requires you to complete every previous level up to that point.

|  |  |
| --- | --- |
| **To achieve** | **Level/s to complete** |
| Essential Level | Essential Level |
| Entry Level | Essential Level and Entry Level |
| Enhanced Level | Essential Level, Entry Level and Enhanced Level |
| Expert Level | Essential Level, Entry Level, Enhanced Level and Expert Level |

### Knowledge and Skills (K/S)

The Entry, Enhanced and Expert level capabilities have been separated into knowledge and skills. Depending on people’s roles, there may be capabilities that describe skills that are not required by all. The Planning and Tracking Completion of Capabilities Tool provides the details of the capabilities, knowledge and skills.

**Roles in the system, described on this template may not fit for all workers or situations.**

|  |
| --- |
| For example, you may have an Accountant as a Board member whose role is to support financial decisions and audits. Your organisation might decide this person needs Essential Level knowledge, but you have identified the importance of having Board members who are at an Enhanced or Expert Level. Another example is companies you may contract to provide services like cleaning, gardening or financial administration. |

For situations like these your organisation will need to discuss and decide how to progress.

### How to use this tool

* Look at the job descriptions and contracts for your staff and consider their daily tasks and responsibilities, then decide which role in the system best describes their day-to-day mahi. Descriptions of roles in the system change depending on which template is used. If needed, discuss with workers to clarify.
* Use the example template for support.
* Add **job titles** according to worker’s role in the system.
* Once completed, the coloured boxes on this tool can be used on the [**Planning and Tracking Completion of Capabilities Tool**,](https://tepunaaonui.govt.nz/tools/recognition-of-prior-learning-and-experience-rple-tool/) which provides workers with their individual plans and a process to track progress.

# For reference only

### Example – Workplace Three

Organisations whose main focus is not family violence intervention, but some of their day-to-day mahi is spent providing support to individuals and whānau living with family violence (for example, budget advice, Citizens Advice Bureau, foodbanks).

|  |  |
| --- | --- |
|  | **LEVEL REQUIRED** |
| **Role in the system** | **Job titles** | **Essential** | **Entry** | **Enhanced** | **Expert** |
|  | **K** | **S** | **K** | **S** | **K** | **S** |
| Worker will rarely, if ever, encounter someone impacted by violence or someone who uses violence, and their role requires them to seek support from appropriate colleague, respond and refer.  | * Funding and finance administrators
* Produce Coordinators
 |  |  |  |  |  |  |  |
| Worker will encounter someone impacted by violence or someone who uses violence, and their role requires them to seek support from appropriate colleague, respond and refer. | * Receptionists
* Service administrators
* Service coordinators
 |  |  |  |  |  |  |  |
| Worker will regularly encounter someone impacted by violence or someone who uses violence, and their role requires them to recognise, screen, minimise risk and refer.  | * Support workers
* Budget advisors
* Service coordinators
 |  |  |  |  |  |  |  |
| Manager, team leader or supervisor who support staff responding to family violence. | * Service managers
* Staff supervisors
 |  |  |  |  |  |  |  |

# Workplace Three

Organisations whose main focus is not family violence intervention, but some of their day-to-day mahi is spent providing support to individuals and whānau living with family violence.

|  |  |
| --- | --- |
|  | **LEVEL REQUIRED** |
| **Role in the system** | **Job titles** | **Essential** | **Entry** | **Enhanced** | **Expert** |
|  | **K** | **S** | **K** | **S** | **K** | **S** |
| Worker will rarely, if ever, encounter someone impacted by violence or someone using violence and their role requires them to seek support from appropriate colleague, respond and refer.  | *
 |  |  |  |  |  |  |  |
| Worker will encounter someone impacted by violence or someone using violence and their role requires them to seek support from appropriate colleague, respond and refer. | *
 |  |  |  |  |  |  |  |
| Worker will regularly encounter someone impacted by violence or someone using violence and their role requires them to recognise, screen, minimise risk and refer. | *
 |  |  |  |  |  |  |  |
| Manager, team leader or supervisor who support staff responding to family violence. | *
 |  |  |  |  |  |  |  |